

No Child Left Behind Act of 2001
Title I Part A
Section 1116

WYOMING

Supplemental Educational Services



SY 2011-2012 Continuing Application For State Approved SES Providers

SUBMIT TO:

Randall Butt
Wyoming Department of Education
Federal Programs Unit
Attention: SES Applications
2300 Capitol Avenue, 1st Floor
Cheyenne, WY 82002

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307.777.8739

Due Date: June 17, 2011

Background

As part of the federal No Child Left Behind Act (NCLB) of 2001, any school district with a school that is in its second year of School Improvement, on Corrective Action, or in Restructuring shall arrange for the provision of Supplemental Education Services to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success, and that is selected by the parents in cooperation with the school district of residence and approved for that purpose by the State Educational Agency (SEA) (Section 1116 (e) 91).

Supplemental Educational Services are academic instruction offered outside the regular school day and designed to increase the academic achievement of low-income students in low-performing schools. These services may include academic assistance, such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the district and are aligned with the State's academic content standards. Supplemental Educational Services must be high quality, research-based, and specifically designed to increase student academic achievement.

The main purpose of Supplemental Educational Services is to:

- Increase the academic achievement in reading/language arts and/or mathematics of eligible students as measured by the State's assessment system and;
- Enable these children to attain proficiency in meeting State Academic Performance standards.

It is required that instruction will be in the areas of reading and math in order to help students achieve Wyoming's academic achievement standards, as demonstrated by improved scores on Wyoming's state assessment, Performance Assessment for Wyoming Students (PAWS) scores.

The Wyoming Department of Education (WDE) will select providers of supplemental services who meet the eligibility requirements and score the required points on the application narrative. Applicants who meet the criteria will be included on an approved list maintained by WDE and made available to local districts *for a period of two years*, at which time providers must re-apply. The list will be updated **SEMI-ANNUALLY**, with opportunities for new providers to apply each year. Providers will be removed from the list if they are unable to sustain the requirements or meet the achievement goals within 2 years of consecutive service.

Eligibility Requirements

Potential Supplemental Educational Services Providers must meet the following criteria:

1. Providers must have a demonstrated record of effectiveness in improving student academic achievement;
2. Providers must provide documentation that the instructional strategies used by the provider are high quality, based upon research and are designed to increase student academic achievement;
3. Providers must assure that services provided will be consistent with local curricula and Wyoming state Content and Performance Standards;
4. Providers must provide evidence that the provider is financially sound;
5. Providers must assure that they will provide supplemental educational services consistent with applicable federal, state, and local health, safety, and civil rights laws;
6. "For profit" agencies applying to become approved SES Providers must include a copy of their state license and organizational structure;
7. "Nonprofit" agencies must provide a copy of their 501(c)(3) certificate;
8. All providers must provide verification of insurance and their ability to meet state and local health standards.

Eligible Service Providers

The term "Provider" is defined as a non-profit entity, a for-profit entity, or a school district. Entities eligible to apply to provide Supplemental Educational Services may include, but are not limited to:

- Community Agencies
- Charter Schools
- Private Schools
- Individuals
- Public Schools
- Libraries
- Community Colleges
- Universities
- Private Companies
- On-line Schools
- Family Literacy Programs/Even Start Programs
- Boards of Cooperative Educational Services (BOCES)
- Faith-based Organizations

Districts and schools in School Improvement, Corrective Action, or Restructuring status may not be SES Providers. However, a school that is making Adequate Yearly Progress within a district identified for improvement or corrective action may apply to be a provider.

- Providers may not refuse services to a student based on academic standing, identification as a special needs student or English Language Learner status.

Responsibilities of the Approved Provider

Entities included on the state Approved Supplemental Services Provider list are required to do the following:

- Ensure that the instruction provided is aligned with Wyoming academic achievement standards and, in the case of a student with disabilities, is consistent with the student's individualized education program under Section 614(d) of the Individuals with Disabilities Education Act (IDEA). Approved providers are expected to deliver services. It is not acceptable for an approved provider to simply provide training to local education agency (LEA) staff who in turn delivers the service. In a case such as this, the LEA would become the provider.
- Provide parents of children receiving Supplemental Educational Services and the appropriate school with information on the progress of the children in increasing achievement in a format and, to the extent practicable, in a language that the parents understand.
- Ensure that all individuals who will interact with students are fingerprinted and background checked pursuant to Wyoming Statute 21-7-401.
- Provide services independent of district/school resources. A district/school is not required to provide space or resources (i.e., staff, computers, copies, facility).
- Send an organization representative to a mandatory summer SES Meeting. This meeting will usually be held in Casper during August.
- Provide any and all documentation requested by the WDE for the purposes of monitoring the quality and effectiveness of the services offered by an approved provider, as well as completed surveys and/or questionnaires.

Responsibilities of the School District

Qualifying school districts are required to:

- Identify students who are eligible for supplemental services. Eligible students are all students from low-income families who attend Title I schools that are in their second year of School Improvement, in Corrective Action, or in Restructuring. If funds are limited, a district must give priority to the lowest achieving eligible students.
- Notify parents bi-annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) regarding:
 - The availability and benefits of Supplemental Educational Services;
 - The approved providers whose services are available within the school district or whose services are reasonably available in neighboring school districts;
 - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider.
- Place on their district website information regarding:
 - Student eligibility and participation data for Supplemental Education Services;
 - A list of SES providers approved to serve the districts and the locations where service will be provided;
- Provide a minimum of two Supplemental Education Services enrollment “windows” of sufficient length at separate points in the school year.
- Ensure that Supplemental Education Service providers are given access to school facilities in the same manner as other groups.
- Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
- Monitor the “Responsibilities of the Approved Provider” listed in the section above.
- Send a representative to a mandatory summer SES Meeting. This meeting will usually be held in Casper during August.
- Provide any and all documentation requested by the WDE for the purposes of monitoring the quality and effectiveness of the services offered by an approved provider, as well as completed surveys and/or questionnaires.

Please note: Districts are not required to provide transportation for services offered away from the school location. Districts also are not required to provide space or resources (i.e., staff, computers, copies, facility). A provider may contract with a district/school if the district/school chooses to enter into an agreement. However, a district may require fees for the use of a facility and the provider must ensure that there will be on-site supervision of students.

Agreement

The school district shall enter into an agreement with the provider selected by the parent from the approved list. This agreement will contain the following:

- A statement of specific achievement goals for each student receiving Supplemental Educational Services based upon the specific educational needs of the child;
- A description of how student progress will be measured;
- A timetable for improving achievement;
- The amount of instructional time to be provided;
- The location where services will be provided;
- A description of how parents, teacher(s) and the school district will be regularly informed of student progress;
- Provisions for the termination of such agreement;
- Provisions for the payment for services to the provider by the school district;

- An assurance from the provider that the identity of any student eligible for, or receiving Supplemental Educational Services will not be disclosed without the written permission of the parents of the student;
- A description of the research-based program to be utilized, including specific references;
- The qualifications of staff responsible for the delivery of the instructional program;
- In the case of a student with disabilities under IDEA or a student covered under Section 504, the Supplemental Educational Services plan must be consistent with the student's individualized services under Section 504.

Role of Parents

Parents of eligible children are responsible for:

- Contacting the school personnel identified in the supplemental educational service information sent home by the school district;
- Choosing a provider for their child from all supplemental Educational Service Providers identified by the State for the area served by the school district within a reasonable distance of that area;
- Cooperating with the school district and the provider in developing and identifying specific academic achievement goals for the student,, measures of student progress, and a timetable for improving achievement with the school district provider;
- Ensuring that their child attends the program regularly;
- Changing or terminating services, if they are not satisfied.
- Provide any and all documentation requested by the WDE for the purposes of monitoring the quality and effectiveness of the services offered by an approved provider, as well as complete required surveys and questionnaires.

Provider Incentives

Approved providers may only provide and advertise incentives to students who receive services as is prescribed by the Education Industry Association (EIA) Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers found as Appendix B in this application packet.

The provider SHALL:

- **Not** offer a student, parent, or teacher any form of incentive for signing-up a student with a provider. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may the provider inform the student of any incentives that are directly linked to attendance or performance in SES.
- **Not** sponsor promotional events including pizza parties on school grounds for student recruitment that are for the sole benefit of a single provider. The preferred practice is for the school to organize such recruitment events that are for the benefit of all providers, accepting voluntary sponsorship from providers.

The Provider MAY

- Provide simple door prizes of a nominal value (approximately \$2 per prize) and refreshments to potential students and their families, while attending informational sessions.
- Offer enrolled students performance rewards with a maximum value of \$50 that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives. These incentives shall not be advertised in advance of actual enrollment.

In addition, computers and other instructional equipment used by students while services are provided may not be advertised in advance of actual enrollment or used as an incentive. If asked, the provider may inform parents that the student will have access to the computer or instructional equipment, but the provider shall not promote it as an incentive or benefit of their service.

Provider Informational Meeting

The district and approved providers should conduct provider informational meetings, or “provider fairs,” early in the school year to improve parents’ access to and understanding of SES. Provider information meetings should also be considered when the district allows for the second enrollment period during the spring semester. Approved providers should make organization representatives available to come to these meetings so they can directly engage parents. During these “fairs,” providers should adhere to the requirements on incentives from the EIA Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers found as Appendix B in this application packet, as well as the following:

The provider SHALL:

- **Not** use a district enrollment form that has the selected provider’s name pre-printed as part of the form. Any facsimile of the enrollment form used to demonstrate how to accurately complete it must be clearly marked as “SAMPLE” and this facsimile shall in no way be used to actually enroll the student.
- **Not** encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student / Provider selection list.

It is recommended that providers make themselves available for these provider fairs so they can answer parent and LEA questions. This would also be a good time to meet with both teachers and principals so you can explain your program and answer questions.

Funding

The district is responsible for paying the provider for services rendered. Statute limits the per-child cost for Supplemental Educational Services to the district’s per-pupil allocation under Title I, Part A, or the actual cost of the supplemental services, whichever is less. The per-child allocation of Title I funds to districts varies widely in Wyoming. District per-pupil allocations for each school are available mid-summer (Contact Clem Jimenez at 307-777-5792 for specific information).

Duration

A district must continue to offer Supplemental Educational Services until the school(s) are no longer on School Improvement, Corrective Action, or Restructuring status according to requirements of NCLB.

Monitoring and Provider Evaluation

The Wyoming Department of Education, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other eligibility requirements or assurances. A violation of any of the above reference Responsibilities of the Approved Provider or any of the stipulation in the Assurance Form constitutes grounds for immediate removal from the state list.

All applicants need to be aware that WDE will be conducting a formal evaluation of all SES providers. Cooperation of all providers will be expected. The evaluation will examine service delivery and compliance, customer satisfaction (i.e. students, parents, district), and student achievement. See SES Provider Report for specific data requirements.

Resources

For detailed information regarding Supplemental Educational Services as defined by the No child Left Behind legislation, please refer to the federal guidance available at <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Review Process

Applicants may submit an application at any time, ***but applications will be reviewed on a semi-annual basis. A committee will be convened to review applications in June and December of each year.*** The committee will consist of readers who have experience with, or knowledge of, Supplemental Educational Services. Applications will be scored using the attached rubric. The Wyoming Department of Education reserves the right to require high-scoring, eligible provider applicants to appear before a panel of local education agency and state education agency representatives to answer questions regarding their application before the applicant can be approved for the state list.

Instructions for Completing Application

- Respond to all questions.
- ***To be considered in the June application review, applications must be received by the close of business on June 17, 2011. To be considered for the December application review, applications must be received by the close of business on November 30, 2011.***
- All pages must be standard letter size, 8 1/2" x 11" using no smaller than 12-point type.
- Use document footer with the name of the applying entity and page numbers.
- Use 1-inch margins
- The total narrative cannot exceed 25 pages. ***Pages beyond 25 will be discarded and not reviewed.***
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers.
- Organizations should submit one signed original application and three photocopies of the application to WDE, as well as one electronic copy. ***Please clearly mark the application with the original signature as the ORIGINAL.*** No materials will be returned.
- Applicants should refer to the Scoring Rubric at the end of the application to ensure that all sections are answered appropriately.
- Applicants must sign the Assurances & Signature Page.
- ***Applications will not be reviewed if:***
 - ***A signed assurance form was not submitted;***
 - ***No fingerprint and criminal history check is done on employees;***
 - ***Any section is missing or incomplete***
- ***Decisions regarding approval status are final. There is no appeal process; however, denied applicants can reapply next year.***

Questions must be submitted in writing. Submit questions to Randall Butt, 2300 Capitol Avenue, 1st Floor, Cheyenne, WY 82002. Questions may be submitted by FAX or email to 307-777-7633 or rbutt@educ.state.wy.us.

Helpful Hints

- ***Read all directions carefully.***
- ***Answer all questions completely. Some sections include multiple parts to each question so be sure to include all of the information requested.***
- ***Label your responses with the proper headings so that application reviewers can easily identify what section and question your responses are addressing. For example:***

PART TWO

Section I

1. ***Here is the evidence to question one. This is how our organization can ensure the program will improve academic achievement.***
 2. ***This is the response to question number two. Here is the answer regarding evidence that was requested.***
- ***Do not assume application reviewers are familiar with your program. Always include information that will provide further clarification on your program.***
 - ***Make sure your responses include information specific to your organization's proposed SES program (this is the case for all applicants but especially if you are a branch or local office of a larger national organization).***
 - ***Ensure that responses are consistent and coherent throughout the application. There may be instances when it is appropriate to tie an answer to a response from a previous section in the application.***
 - ***Once you have completed your application, take the Application Rubric, and review your application using the scoring system from the rubric.***
 - ***Have someone unfamiliar with your program review your application and provide feedback.***

SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER APPLICATION
PART ONE – General Information

<u>SECTION I</u> PROVIDER INFORMATION	Provider Name:	
	Federal EIN or Social Security Number:	
	Type of Provider: <i>Check one.</i>	
	<input type="checkbox"/> Community agency	<input type="checkbox"/> Two-year college
	<input type="checkbox"/> Public school (non-charter)	<input type="checkbox"/> Four-year college/University
	<input type="checkbox"/> Public school district	<input type="checkbox"/> Private company, for profit
	<input type="checkbox"/> Charter school	<input type="checkbox"/> On-line
	<input type="checkbox"/> Private school	<input type="checkbox"/> Family literacy program/Even Start program
	<input type="checkbox"/> Individual	<input type="checkbox"/> Educational Service Center
	<input type="checkbox"/> Child care center	<input type="checkbox"/> Faith-based organizations
<input type="checkbox"/> Library	<input type="checkbox"/> Other:	
<input type="checkbox"/> 21 st Century Centers		
Contact Person/Title:		
E-mail :		
Phone #:	Fax#:	
Date (Month/Year) the organization was formed:		
Number of Years in Service:		
Has your company (or a subsidiary) ever been an approved provider for the state of WY?		
NO___ YES___ - if yes, under what name?		
Has your company (or a subsidiary) ever been removed as an approved provider from WY or another state?		
NO___ YES___ - if yes, please provide the state and reason for removal.		

SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER APPLICATION
PART ONE – General Information

<u>SECTION II</u> PROVIDER GEOGRAPHIC SERVICE AREA INFORMATION	Main Office Address:
	Branch Offices Providing Services: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, list locations (cities and addresses).</i>
	Service Area: <i>Please list the district(s) in which you are able to provide services.</i> <ul style="list-style-type: none"> • <input type="checkbox"/> ALL Wyoming Districts <i>(PLEASE NOTE: Checking “ALL Wyoming Districts” and then refusing to provide services in any Wyoming school district will result in removal from Wyoming’s Approved SES List)</i> • <input type="checkbox"/> Only in specific districts – please list all districts you agree to provide services in <i>(PLEASE NOTE: Refusing to provide services in the specified Wyoming school districts will result in removal from Wyoming’s Approved SES List)</i>
	Place of Service: <i>Check the location(s) that best describes where you deliver services to students.</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> School <input type="checkbox"/> Business <input type="checkbox"/> Community Ctr. <input type="checkbox"/> On-line </div> <div style="width: 45%;"> <input type="checkbox"/> Library <input type="checkbox"/> Student’s home <input type="checkbox"/> Site owed or operated by a faith-based organization (e.g., church, synagogue, mosque, temple) <input type="checkbox"/> Other – please describe: </div> </div>
	Can Transportation be Provided? <input type="checkbox"/> Y <input type="checkbox"/> N <i>If yes, radius or description of area:</i>

SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER APPLICATION
PART ONE – General Information

<u>SECTION III</u> PROVIDER ACADEMIC/ INSTRUCTION INFORMATION	Program Description: <i>Indicate the keywords that best match your program offerings.</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Reading <input type="checkbox"/> English language acquisition </div> <div> <input type="checkbox"/> Mathematics <input type="checkbox"/> Other: </div> </div>
	Grade Levels Served: <i>Check all that apply.</i> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> K-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-12 </div>
	Minimum Number of Students: <i>Complete only if a minimum number of students must enroll before services can be provided to a school/district. Please provide minimum number of students and reasoning.</i>
	Student Populations: <i>Check the boxes for all student groups your organization is prepared to serve.</i> <ul style="list-style-type: none"> • <input type="checkbox"/> Students with special needs (IDEA or 504) • <input type="checkbox"/> Students with limited English proficiency – please indicate language: <p><u>PLEASE NOTE:</u> <i>if you indicate that you can provide services for students with special needs or students with Limited English Proficiency, please describe below the methods you will utilize to meet the needs of these students:</i></p>
	Time of Service: <i>Check the time(s) that best describe when you will deliver services.</i> <div style="display: flex; justify-content: space-around;"> <div> <input type="checkbox"/> Before school <input type="checkbox"/> Weekends/ school holidays </div> <div> <input type="checkbox"/> After school <input type="checkbox"/> Summer </div> </div>
	Provide a 3-5 sentence description of your program that will assist parents in their initial search for a provider:
	Student/Instructor Ratio: <ol style="list-style-type: none"> a) Describe the total number of hours tutoring will be provided (e.g. 40 hours). b) Describe the length of time you estimate your program will operate (e.g. 15 weeks). c) Describe how your program will operate (e.g. 60 minutes three times a week).

SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER APPLICATION
PART ONE- General Information

<p><u>SECTION III</u></p> <p>PROVIDER ACADEMIC/ INSTRUCTION INFORMATION</p>	<p>Mode of Instructional Delivery: <i>Check all that apply.</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Computer/On-line</td> <td><input type="checkbox"/> Small group instruction with instructor (<i>student/tutor ratio is 2-5:1</i>)</td> </tr> <tr> <td><input type="checkbox"/> One-to-one instruction with instructor</td> <td><input type="checkbox"/> Large group instruction with instructor (<i>student/tutor ratio is 6-8:1</i>)</td> </tr> </table> <p>Method and Frequency of Communication with Parents:</p> <p>Method and Frequency of Communication with School:</p>	<input type="checkbox"/> Computer/On-line	<input type="checkbox"/> Small group instruction with instructor (<i>student/tutor ratio is 2-5:1</i>)	<input type="checkbox"/> One-to-one instruction with instructor	<input type="checkbox"/> Large group instruction with instructor (<i>student/tutor ratio is 6-8:1</i>)
<input type="checkbox"/> Computer/On-line	<input type="checkbox"/> Small group instruction with instructor (<i>student/tutor ratio is 2-5:1</i>)				
<input type="checkbox"/> One-to-one instruction with instructor	<input type="checkbox"/> Large group instruction with instructor (<i>student/tutor ratio is 6-8:1</i>)				
<p><u>SECTION IV</u></p> <p>PROVIDER FEES</p>	<p>Provide a specific description of the pricing structure for your company: <i>If price is varied, please indicate what a typical contract would include, for example, "Price varies, but typical program includes 10 weekly sessions"</i></p>				

Thank you for completing Part One.

SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDER APPLICATION
PART TWO – 2010-2011 Provider SES Provider Report

<u>SECTION I</u>	<p style="text-align: center;">Please complete the 2010-2011 SES Provider Report. The Excel Spreadsheet for this report is provided and providers are required to report data using that form.</p>
<u>SECTION II</u>	<p style="text-align: center;">Evidence of Effectiveness in Improving Student Academic Achievement [NCLB Section 1116(e)(4)(B)]</p> <p>The applicant must provide a demonstrated record of effectiveness for WYOMING students in raising student achievement in English/language arts, Mathematics, or both areas. This section MUST include the following:</p> <ol style="list-style-type: none"> 1. Empirical or statistical evidence of significant improvement in student academic achievement in either English/language arts, Mathematics, or both over time as a result of provider services. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict the academic improvement of students. 2. Provide a description of the methodology used to collect this evidence (measures and analysis used). 3. This is an analysis of only the Wyoming students you have provided services for; do not include data from other states. If you are a provider who has been serving Wyoming students for more than one year, please include the data for all years you provided services to Wyoming students.
<u>SECTION III</u>	<p style="text-align: center;">Documentation of High Quality Curriculum and Instructional Strategies [NCLB Section 1116(e)(12)(C)]</p> <ol style="list-style-type: none"> 1. Describe any changes to your tutoring program that will occur during the next year, especially if reasoning is based on your analysis of the services provided to Wyoming students. Give detailed reasoning as to the need for the changes. Explain the research upon which your program is based. Include all necessary research citations. 2. Describe any changes to the curriculum used by your program. Give detailed reasoning as to the need for the changes. 3. Describe any instructional methods that are used to implement the curriculum described in number 2. Give detailed reasoning as to the need for the changes. 4. If changes are being implemented, please provide a new detailed description of a one-hour module of tutoring. This section should include a detailed sample lesson plan and materials for a one-hour module of tutoring. Additionally, the sample lesson plan should refer to the components of the curriculum (described in number 2) used during this sample lesson.

SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDER APPLICATION
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<p><u>SECTION IV</u></p>	<p>Connection to Wyoming State Academic Standards and Local District Instructional Programs [NCLB Sections 1116(e)(5)(B) and 1116 (e)(12)(C)]</p> <p style="text-align: center;"><i>Link to Wyoming's Academic Standards:</i> http://edu.wyoming.gov/Programs/standards.aspx</p> <ol style="list-style-type: none"> 1. Describe the ways in which your program's curriculum and instructional methods directly connect to Wyoming Academic Standards, especially those for English/Language Arts and Mathematics. Provide examples of specific standards your curriculum and lessons address. Be sure to include exact standard citations. 2. Describe how you have established or plan to establish connections with the academic programming of the district(s) in which you intend to operate. a) Cite the specific district curriculum or instructional methods to which your program connects, and b) Describe how your organization plans to build relationships with district staff including district central office staff, principals and teachers.
<p><u>SECTION V</u></p>	<p>Student Assessment and Goal Setting [NCLB Section 1116(e)(3)(A)]</p> <ol style="list-style-type: none"> 1. Explain any changes to the method and reasoning behind your organization's goal setting. 2. Describe any changes as to how you work or plan to work with district staff and parents to ensure that individual student goals are measurable, feasible, and individually appropriate. 3. If changes have occurred, name and describe the standardized assessment that will be used to pre-test students to diagnose and assess student needs and to post-test students to measure growth. Provide a description of why this assessment was selected and evidence that this assessment is an appropriate and valid measure for your programming. 4. Describe any changes as to how the selected assessment connects to PAWS as a measure of a student's mastery of Wyoming Academic Standards.

SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDER APPLICATION
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<u>SECTION VI</u>	<p style="text-align: center;">Assessment of Progress and Reporting Information [NCLB Sections 1116(e)(3)(A) and 1116(e)(3)(B)]</p> <ol style="list-style-type: none">1. Describe the process used to develop an individualized instructional program based on each student's individual needs with clear goals and a timetable for achievement gains. This section must include a description of how the standardized test described in Section IV will be used as part of the program development process.2. Provide any changes to your If you plan to operate as a small or large group program (i.e., with a student/tutor ratio of greater than 1:1), describe how tutoring will be individualized based on student needs and the program developed for each student even in the small or large group, as well as the ways in which tutors will adjust each student's programming based on student progress, OR if you plan to operate as a one-to-one program, describe how you will adjust instruction periodically based on each student's level of progress toward academic goals.3. Describe any changes to the specific procedures, including the timeline and frequency of reporting, to be used in reporting student progress to all of the following:<ul style="list-style-type: none">○ Parents○ Teachers○ Local school district staff4. Describe any changes your progress report and include an actual sample progress report.5. Provide any changes as to how you will maintain compliance with confidentiality precautions as set forth in NCLB and FERPA in your progress reporting.
<u>SECTION VII</u>	<p style="text-align: center;">Qualifications of Instructional Staff [NCLB Section 1119]</p> <ol style="list-style-type: none">1. Please provide any changes to your policy or procedures submitted in your initial application.

SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDER APPLICATION
PART TWO

<u>SECTION VIII</u>	Student Safety [NCLB Section 1116(e)(5)(C)] 1. Please provide any changes to your policy or procedures submitted in your initial application.
<u>SECTION IX</u>	Compliance with Federal, State, and Local Health, Safety, and Civil Rights Laws [NCLB Section 1116(e)(5)(C)] 1. Please provide any changes to your policy or procedures submitted in your initial application.

Thank you for completing Part Two.

Assurances and Signatures Form

In submitting this application to be included in the Wyoming Department of Education approved Supplemental Services Provider List, I certify that:

1. The organization has presented information in this application in a factual manner. No information in the application has been falsified, exaggerated, or misrepresented.
2. This organization meets all applicable federal, state, and local health, safety, and civil rights laws.
3. If approved as an SES provider, the organization will conduct its program in the manner it has described in its approved application.
4. All individuals who will interact with students are fingerprinted and background checked pursuant to Wyoming Statute 21-7-401.
5. All instruction and content are secular, neutral, and non-ideological.
6. All eligible children whose parents request services from the organization will be served equally, without restriction.
7. The organization will not disclose to the public the identity of any student eligible for or receiving Supplemental Educational Services without the written consent of the parent.
8. The organization is financially stable and will be able to complete services to the student and the school.
9. If approved as an SES provider the organization will begin to offer services on or before November 1.
10. If approved as an SES provider, the organization understands that approval does not constitute a guarantee of employment, payment, or funding. The organization further understands that if approved, payment will be provided by eligible school districts through a contractual arrangement only for services rendered for eligible students.
11. The organization will not apply additional admission criteria to eligible students.
12. The organization will participate in any and all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Wyoming Department of Education, and the school district with which the organization is contracted. This section includes participation in monitoring and evaluation processes.
13. The organization will adhere to the Education Industry Association (EIA) Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers found as Appendix B in this application packet. Organizations do not have to be members of EIA, but will adhere to this organization's Code of Ethics if becoming an approved provider in Wyoming.
14. The organization shall, at his or her own cost, send a representative to the mandatory summer SES Meeting before the start of each school year. These meetings are typically held in Casper, WY during August.
15. The organization will be removed from the state approved list of providers in the event that it is unable to enact the elements described in the application.

Organization Name

Authorized Representative Name and Title

Original Signature of Applicant and Date

Appendix A

EVALUATION RUBRIC FOR APPROVED SUPPLEMENTAL SERVICE PROVIDER APPLICATIONS **Section I. 2010-2011 SES Provider Report (27 pts.)**

Total Points Section I: _____

EXISTING ORGANIZATIONS:

1. Did the Provider serve Wyoming students?

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Provided services for 10 or more students for SY 2010-2011.	Provided services for 5-9 students for SY 2010-2011.	Provided services for 1-4 students for SY 2010-2011.	Did not provide services to students for SY 2010-2011.

2. Was the Provider effective in serving Wyoming students?

Question 9 on the 2010-2011 SES Provider Report

STRONG (9 pts.)	MODERATE (6 pts.)	LIMITED (3 pts.)	NOT PROVIDED (0 pts.)
75% or more of the students who contracted services completed the contracted services?	50-74% of the students who contracted services completed the contracted services?	25 to 49% of the students who contracted services completed the contracted services?	0-24% of the students who contracted services completed the contracted services?

Question 13-15 on 2010-2011 SES Provider Report

STRONG (9 pts.)	MODERATE (6 pts.)	LIMITED (3 pts.)	NOT PROVIDED (0 pts.)
The majority of students showed an above average increase between their Pre- and Post-Test scores	The majority of students showed an average increase between their Pre- and Post-Test scores	The majority of students showed a below average increase between their Pre- and Post-Test scores	The majority of students showed no change between their Pre- and Post-Test scores

3. During the time, services were contracted for; did the Provider send Student Progress Reports to the LEA?

Question 11 on the 2010-2011 SES Provider Report

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
The provider sent 7 or more Student Progress Reports per student to the LEA for SY 2010-2011.	The provider sent 4 – 7 Student Progress Reports per student to the LEA for SY 2010-2011.	The provider sent 1 – 3 Student Progress Reports per student to the LEA for SY 2010-2011.	The provider did not provide any Student Progress Reports to the LEA for SY 2010-2011.

4. During the time services were contracted for, did the Provider send Student Progress Reports to the Parents

Question 12 on the 2010-2011 SES Provider Report

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
The provider sent 7 or more Student Progress Reports per student to parents for SY 2010-2011.	The provider sent 4 – 7 Student Progress Reports per student to parents for SY 2010-2011.	The provider sent 1 – 3 Student Progress Reports per student to parents for SY 2010-2011.	The provider did not provide any Student Progress Reports to parents for SY 2010-2011.

Section II. Evidence of Effectiveness in Improving Student Academic Achievement (39 pts.)

Total Points Section I: _____

1. Provide empirical or statistical evidence of significant improvement in student academic achievement in either English/language arts, Mathematics, or both over time as a result of provider services. [Where appropriate, this section should include clearly labeled tables/graphs/charts that depict the academic improvement of students.]

STRONG (30 pts.)	MODERATE (20 pts.)	LIMITED (10 pt.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show student improvement; if tables/graphs/charts are included, they are highly useful in depicting achievement.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show student improvement; if tables/graphs/charts are included, they are somewhat useful in depicting achievement.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show student improvement; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

2. Provide a description of the methodology used to collect the evidence provided in question #1.

STRONG (9 pts.)	MODERATE (6 pts.)	LIMITED (3pt.)	NOT PROVIDED (0 pts.)
Description of methodology is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

3. Provide copies of required surveys and/or questionnaires.

STRONG (9 pts.)	MODERATE (6 pts.)	LIMITED (3pt.)	NOT PROVIDED (0 pts.)
Indicates high level of customer satisfaction.	Indicates average level of customer satisfaction.	Indicates low level of customer satisfaction.	No surveys provided.

SECTION III: REVIEWED BUT UNSCORED
SECTION IV: REVIEWED BUT UNSCORED
SECTION V: REVIEWED BUT UNSCORED
SECTION VI: REVIEWED BUT UNSCORED

SECTION VII: REVIEWED BUT UNSCORED
 SECTION VIII: REVIEWED BUT UNSCORED
 SECTION VIII: REVIEWED BUT UNSCORED
 SECTION IX: REVIEWED BUT UNSCORED

Scoring Table			
Section	Section Provided and Complete	Total Points Possible	Score
Section I		27 Points	
Section II		48 Points	
Section III		N/A	N/A
Section IV		N/A	N/A
Section V		N/A	N/A
Section VI		N/A	N/A
Section VII		N/A	N/A
Section VIII		N/A	N/A
Section IX		N/A	N/A
Total Score Total		75 Points	

 Reviewers Name

 Date

 Reviewers Signature

Appendix B



Code of Professional Conduct and Business Ethics For Supplemental Educational Services Providers *Amended January 8, 2008*

This revised code of ethics, as adopted by the EIA Board of Directors, shall become effective January 8, 2008.

SES Providers (and other education service providers) operate in an environment that touches communities, school officials, parents, students and other providers. The importance of the activities and complexity of the interactions make it paramount that EIA member organizations adhere to the highest standards of professional conduct and business ethics. In its role of providing critical leadership to the education industry, both public and private, EIA has adopted the voluntary code to describe key organizational behaviors and policies that will guide its member companies and others.

High quality educational programs delivered by trained professionals represent the core value that is to be reflected throughout all of our partnerships with schools, parents and students. The following structure represents the collective judgment of what constitutes ethical behavior. EIA members are committed to using it to guide decision-making and performance at all levels of their organizations—from the CEO to the employee in the classroom. Accountability for achieving desired results consistent with these guidelines and standards is the ultimate benchmark upon which EIA member service providers will be judged.

We encourage States and Local School Districts to adopt these guidelines into their governance, contractual and oversight systems and apply all appropriate sanctions when the guidelines have been breached.

EIA Compliance Procedures:

1. EIA will develop educational materials on these standards for use by providers, States and school district personnel. These materials will be distributed to members and non-members alike for their incorporation into their internal staff development procedures.
2. All EIA members will sign a statement acknowledging their acceptance of these standards. EIA will maintain a list of signers on its website for the public to review.
3. When a State or School District completes an investigation and has a finding that a breach of these guidelines has occurred, EIA may issue its own censure, suspend or terminate the membership status of the Member. Before EIA acts, it will discuss the matter with the party and offer the party the opportunity to present its information to an ad hoc committee of the Board of Directors.

General Guidelines

In the conduct of business and discharge of responsibilities, Providers commit to:

1. Conduct community outreach and student recruitment and to serve students fully

consistent with the terms of their state-approved application and all state and local policies.

2. Conduct business honestly, openly, fairly, and with integrity.
3. Comply with applicable laws, statutes, regulations and ordinances.
4. Avoid known conflict of interest situations.
5. Never offer or accept illegal payments for services rendered.
6. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
7. Refrain from publicly criticizing or disparaging other providers.
8. In the case of any conflict, first attempt resolution directly with each other. However, the parties involved may ask EIA to help mediate potential disputes.
9. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
10. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.
11. Take appropriate corrective action against provider employees, consultants or contractors who act in a manner detrimental to the letter or spirit of this code.
12. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.

Standards Specific to SES

EIA Members will consistently implement the NCLB Supplemental Services provisions and promote full access to SES services. To that end,

Providers Shall:

1. **Not** compensate school district employees personally in exchange for access to facilities, to obtain student lists, to assist with marketing or student recruitment, to promote enrollment in a provider's program at the exclusion of other providers, to obtain other similar benefits for their SES program, or for any illegal purpose.
2. **Not** employ any district employees who currently serve the districts in the capacity of Principal, Assistant Principal, or school or district SES Coordinator.
3. **Not** employ any individuals, including teachers, parents or community leaders, who have any governing authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
4. **Not** hire school-employed personnel for any purpose other than instruction-related services or program coordination, as described in item #3 in the next section below.
5. **Not** make payments or in-kind contributions to schools or school personnel, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to increase student enrollment, to obtain other similar benefits for their SES program or for any illegal purpose.
6. **Not** misrepresent to anyone, including parents (during student recruitment), the location of a provider's program, principal/district or state's approval of a provider, or the likelihood of becoming so approved.
7. **Not** offer a student, parent or teacher any form of incentive for signing-up a student with a provider. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may the provider inform the student of any incentives that are directly linked to attendance or performance in SES.
8. **Not** sponsor promotional events including pizza parties on school grounds for student

recruitment that are for the sole benefit of a single provider. The preferred practice is for the school to organize such recruitment events that are for the benefit of all providers, accepting voluntary sponsorship from providers.

9. **Not** employ any SES-enrolled student.
10. **Not** use a district enrollment form that has the selected provider's name pre-printed as part of the form. Any facsimile of the enrollment form used to demonstrate how to accurately complete it must be clearly marked as "SAMPLE" and this facsimile shall in no way be used to actually enroll the student.
11. **Not** encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student / Provider selection list.

Providers MAY:

1. Provide simple door prizes of a nominal value (approximately \$2 per prize) and refreshments to potential students and their families, while attending informational sessions.
2. Offer enrolled students performance rewards with a maximum value of \$50 that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives. These incentives shall not be advertised in advance of actual enrollment.
3. Employ a parent of an SES-eligible student subject to the following conditions. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of his or her child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for his or her child.
4. Employ school district employees (subject to items #2, #3 and #4 in the previous section above) for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers, subject to District policies governing conflict of interests and other District-imposed requirements. However, tutors who are currently employed by the school district may **not** recruit students.
5. Include in tutor compensation, incentives for student achievement consistent with a company's written policy.

For more information about the Education Industry Association, contact Steve Pines, Executive Director, 800-252-3280, spines@educationindustry.org, www.educationindustry.org.

Appendix C

Education in Wyoming

- Size - 97,100 square miles – 9th largest state
 - % of Land in Rural Area - 91.7% (2010)
- Population – 568,300 (2010)
 - Population per Square Mile – 5.10 (2010)
- Statewide enrollment for 2009-2010 – 87,420 K-12 students
- School districts - 48
 - Only 2 districts have a student population of over 8,000 students
 - Laramie County School District #1 – 13,195
 - Natrona County School District #1 – 11,743
 - 24 school districts have student enrollment of 1,000 students or less
 - Lowest enrollment – 101 students, Sheridan County School District #3
- Schools - 349
 - 28.08% of Wyoming's 349 schools have fewer than 100 students
 - Lowest school enrollment – 2 students
- School Improvement in Wyoming (SY 2010-2011)
 - 13 Districts have Title I Schools in Improvement
 - 3 of those are on the Wind River Indian Reservation
 - 8 Title I schools had to provide SES
 - 3 of those are on the Wind River Indian Reservation
- State Standards
 - Specify what students must master
 - Not instructional curricula or technical documents to guide day-to-day instruction
 - Can be viewed at <http://edu.wyoming.gov/Programs/standards.aspx>
- State Test
 - PAWS – Proficiency Assessments for Wyoming Students
 - Test in grades 3-8, and 11
 - Includes reading, writing, math, and science
 - More information can be found at:
http://edu.wyoming.gov/Programs/statewide_assessment_system/paws.aspx
- Internet Connectivity
 - Student: Computer Ratio – 1.5:1 (SY 2009-2010)
 - Most districts use PCs, though some schools still have Apple labs
 - All districts and schools have connectivity
 - 7 schools have satellite connectivity, the rest being with a T1 and expand to 2 T1s provisioned in an IMA group to share one connection
 - Wyoming has 7,208 of 7,294 classrooms connected (this total does not include labs, libraries, or “other” rooms)
 - All schools have an in-district computer service technicians
 - Those that don't outsource it locally
- Per-Pupil Amounts
 - Vary widely by district – below is the average, low, and high for SY 2010-2011
 - Average – \$3,836
 - Low - \$2,948
 - High - \$4,724
- Rural Area
 - Wyoming is very rural in nature
 - In the rural areas, predominately ranches/farms
 - Although districts have connectivity, many families do not
 - In some of our lower economic areas, phone service is provided via cellular service
- Urban areas
 - Only 2 areas – Cheyenne (Laramie County School District #1) and Casper (Natrona County School District #1)
 - Each town has a population over 50,000